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硕 士 学 位 论 文

硕士研究生外显、内隐专业认同及其与学习  
效能感的相关研究——以厦门大学为例

Study on Post-graduates' Explicit, Implicit Major Identity  
and Relationship between Explicit Major Identity and  
Academic Efficacy: A Case of Xiamen University

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硕士研究生外显、内隐专业认同及其与学习效能感的相关研究

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## 摘要

作为典型的高学历群体，硕士研究生的培养质量越来越受到社会的关注。提高硕士研究生培养质量需要准确把握其学习心理状况。作为学习心理重要成分的专业认同和学习效能感，是学习动力的源泉，直接影响学习质量。

国内外研究者对专业认同和学习效能感进行了较多的研究，但针对硕士生专业认同的整体性研究很少，缺乏信效度良好的问卷，对内隐专业认同的关注不足，很少涉及专业认同和学习效能感之间的关系。

本研究正是在目前研究的基础上作进一步开拓，一共分为三个部分：第一部分，编制信效度良好的专业认同问卷，对 453 名硕士生进行正式调查，了解该群体的专业认同现状；第二部分，借鉴内隐联想测验，抽取 60 名硕士生参加实验，验证内隐专业认同效应是否存在，探讨外显专业认同和内隐专业认同之间是否分离；第三部分，使用修订后的学习效能感问卷和自编的专业认同问卷对 378 名硕士生进行施测，考察外显专业认同和学习效能感之间的关系。

研究发现：（1）自编的问卷和内隐联想测验具有良好的信效度。（2）我校硕士研究生的专业认同水平较高。专业认同在性别、年级、科类、是否跨专业、是否有工作经历等变量上存在显著差异。（3）被试群体中存在明显的内隐专业认同效应，在无意识的水平上更倾向于把自己的专业和积极词归为一类，把非自己专业的和消极词归为一类。内隐专业认同和外显专业认同存在一定程度的分离。（4）学习效能感和专业认同正相关十分显著，两者呈现同向的变化趋势。学习效能感越高，则专业认同的水平也越高。专业认同水平越高，学习效能感也越高。

**关键词：**专业认同 学习效能感 硕士研究生

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## Abstract

As a typical highly educated group, the quality of post-graduate education has been attracting more and more attention. To improve the quality, we need to know well of learning mental state. As its important parts, major identity and academic efficacy provide motivation to learn, which directly affect the quality of learning.

Domestic and foreign researchers conducted some studies on major identity and academic efficacy. However, the overall research of post-graduates is rare. We lack a reliable and valid questionnaire. There is little concern on implicit major identity and scarce involvement in the relationship between major identity and academic efficacy.

This study is based on current studies to further develop. It is divided into three parts. The first part is the compilation of major identity questionnaire and the survey of post-graduates' situation, which involved 453 post-graduates. The second part is the implicit association test of 60 subjects to verify whether implicit major identity exists and whether it is independent of explicit one. The third part is correlational study of explicit major identity and academic efficacy by using the revised academic efficacy questionnaire and developed major identity questionnaire to survey 378 post-graduates.

Conclusions of this study are: (1)The questionnaire and IAT have good reliability and validity. (2)The survey indicates that the average major identity situation of post-graduates is good. There exist some significant differences demographic variables. (3)The testing group have obvious effect of implicit major identity. The subjects tend to put their major and positive words into one group, put other major and negative words into one group in the unconscious level. Implicit major identity and explicit major identity are separate to some extent.(4)Post-graduates' academic efficacy is extremely positively correlated in explicit major identity. They show the same tendency to change. The higher the academic efficacy level is, the more positive the major identity is. The more positive the major identity is, the higher the academic efficacy level is.

**Key Words:** Major Identity; Academic efficacy; Post-graduate

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